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ABSTRACT

The infusion of career education concepts into college and university courses is documented by this collection of twenty college course syllabi developed to facilitate the ongoing efforts of Oregon's colleges and universities in preparing educational personnel for the development and conduct of career education activities. These twenty syllabi cover the following content areas: art, career clusters, consumer education, English/Foreign Language, health/physical education, music, reading, science and math, social science, and teacher education and foundations. Each syllabus contains course objectives which include career education elements, and many of the syllabi present more detailed course outlines, descriptions of learning activities, and selected resources. In addition to the infused course syllabi, an example of a discrete career education course is included. (BM)

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ED157988

SELECTED SYLLABI FOR INFUSING CAREER EDUCATION INTO COLLEGE AND UNIVERSITY COURSES

A Project of the
Interinstitutional Consortium for Career Education
Marion Intermediate Education District
3180 Center Street N.E.
Salem, Oregon 97301

Zola Dunbar — Editor

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August, 1977

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

The infusion of career education concepts into college and university courses documented by the syllabi in this document was a part of the project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators". The purpose of the project is to facilitate the on-going efforts of Oregon's colleges and universities in preparing educational personnel for the development and conduct of career education activities. Sponsors of the Project are the State Department of Education, the seven Oregon colleges and universities that make up the State System of Higher Education, the eight independent colleges and universities of Oregon and the Marion Intermediate Education District.

The Interinstitutional Consortium for Career Education (ICCE) operates as the governing body for the project. ICCE representatives are from Oregon's public and independent institutions of higher education that prepare teachers, counselors and administrators. The ICCE functions with three major work areas of the Project, those being Staff Development, Program Development, and Teacher Certification and Program Accreditation.

The work reported in this document has been done by faculty members of the cooperating colleges and universities. Because of the many people involved it is not possible to mention them individually. However, we are most appreciative to those faculty members who contributed directly and indirectly to the course infusion of career education efforts for the Project. Without their cooperation this work could not have been accomplished.

Further information about the Project will be provided upon request from the Project Director.

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INTRODUCTION

A major component of the program development area of the "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators" project was the revision of existing courses to include appropriate knowledge and skills in career education as identified by project task forces during the 1975-76 year. The colleges and universities analyzed their curricula in a given area and identified which concepts were currently being adequately covered in the preparatory programs, which concepts could be covered with slight modification of the courses, and which concepts would have to be infused into the curriculum as new materials. Similar procedures were used for the analysis of courses at all institutions.

Courses were then selected to be infused with career education elements. An example of the criteria used as a basis for selection is as follows:

1. Courses selected represented a cross-section of the curricula areas found in public schools (social studies, reading, science, language arts and physical education).

2. Graduate courses selected represented key courses required for acquisition of a standard teaching certificate as well as an elective portion of a Master's Degree program.

3. Courses selected were taught this academic year by instructors specifically interested and committed to the infusion of career education strands into departmental course offerings.

4. Courses selected were taught by faculty recognized as key personnel who provide leadership for program development.

The project office received from the fifteen Oregon colleges and universities a total of 71 syllabi that were revised to include elements of career education.* From these 20 were identified as representative and their content areas are: Social Science, Reading, Teacher Education, Consumer Education, Science and Math, Enlgish/Foreign Language, Art, Health/Physical Education, Music and Career Clusters. Many of the institutions, in addition to the infused courses, offer discrete career education courses. An example of this type of syllabus is also included in this document.

All syllabi submitted by the colleges and universities are on file in the Project office and may be viewed by contacting the Project Director.

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* Complete list of revised syllabi including career education concepts in Appendix A.

ART

Elementary School Teaching Strategies
ART

Course Objectives

The student will be able to:

Identify the growth pattern children tend to follow, and using this pattern, analyze children's art products to determine the growth and development of each child.

Prescribe art activities appropriate to the development, skills and interests of each growth level.

Identify and list the art forms suitable for elementary children.

Demonstrate through actual production the skills and control needed to complete the art forms listed.

Demonstrate the use and care of materials and media for the listed art forms.

Identify skill producing objectives which provide for the discovery and development of the elements and principles of design.

Identify objectives which increase visual awareness of each child's environment.

Identify objectives which develop an appreciation and understanding of the cultural heritage and historic past.

Identify objectives which develop a vocabulary suitable for an understanding of works of art.

Identify career opportunities in visual communications.

Plan and use three motivational categories and techniques.

Plan, develop and present one of the art projects developed and evaluate the performance of the presentation.

Evaluate the children's responses to the lesson and products produced.

CAREER CLUSTERS

COURSE DESCRIPTION

The purpose of this course is to provide educational practitioners with information about occupational clusters as well as suggested strategies for implementing a career cluster concept approach at the local level. Various types of occupational clusters and curriculum development efforts will be studied in order to provide a rationale for the career cluster concept. Alternative approaches and procedures for implementing the cluster concept will be covered. An individualized instructional system along with a number of resource materials will be presented.

COURSE GOALS

The teacher-trainee will:

1. Identify a working definition of career education.
2. Develop an understanding of career awareness, career exploration, and career preparation concepts.
3. Delineate basic principles that underlie career education.
4. Formulate a career education rationale through identification/understanding of career education principles and career related skills.
5. Identify major goals of career education.
6. Identify and develop understandings of career cluster concepts, and the cooperation needed to implement career clusters as an integral part of educational experiences.
7. Extend personal knowledge and understanding of career clusters.
8. Develop career cluster goals for infusion into a local school system program.

9. Develop leadership skills in supervision/coordination of career cluster curriculum development and implementation which builds in articulation, quality, and improvement of instruction.
10. Plan/design/establish staff development in-service programs for career education.
11. Collect/assess/evaluate career education resources for students and career education personnel.
12. Identify/differentiate career education resources.
13. Identify and utilize materials, facilities, and equipment necessary for career education.
14. Identify/describe basic components of a comprehensive career education evaluation system.
15. Identify and provide a rationale for the role and function of evaluation in career education.
16. Identify techniques and evaluation designs for evaluating career cluster programs.

GOALS/OBJECTIVES/ACTIVITIES

1. IDENTIFY A WORKING DEFINITION OF CAREER EDUCATION.

1.1 Read various definitions of career education. Discuss in a group and list ideas regarding:

1.1 the importance of developing a definition of career education.

1.2 Commonalities and differences among the definitions presented.

1.3 a tentative working definition of career education.

If the group reaches no consensus regarding definition, it should record the main trends or ideas in the discussion for future reference.

1.2 Write a concise definition of career education as you understand it operates in a school system. Enlist review/critique of your definition by a panel of personnel involved in career education. Revise the definition, based upon review data.

1.3 Write a personal career education philosophy consistent with one's working definition of career education.

2. DEVELOP AN UNDERSTANDING OF CAREER AWARENESS, CAREER EXPLORATION, AND CAREER PREPARATION CONCEPTS.

2.1 Study two or more sources in career development and distinguish among career awareness, career exploration, and career preparation concepts. Write a summary of principles for each. Identify implications of each (career awareness, career exploration, and career preparation) for instructional planning and implementation.

2.2 Identify/review two or more sources in which career awareness, career, exploration. and career preparation are defined; write operational definitions for each. Determine the career education needs of students in a given school district and classify those needs according to operational definitions.

3. DELINEATE BASIC PRINCIPLES THAT UNDERLIE CAREER EDUCATION.

3.1 Research the conceptual assumptions of basic career education concepts in the literature, such as in USOE's Policy Paper, An Introduction to Career Education, pp. 4 and 5; specify underlying principles for each assumption.

3.2 Review three career education program descriptions of local school districts; identify the basic assumptions/principles of career education within each program.

3.3 Participate with career education consultants in a discussion of the basic principles that underlie career education and identify implications of the principles for relevancy in curriculum and education.

4. FORMULATE A CAREER EDUCATION RATIONALE THROUGH IDENTIFICATION/UNDERSTANDING OF CAREER EDUCATION PRINCIPLES AND CAREER-RELATED SKILLS.

4.1 Compose a letter to a hypothetical local board of education, listing the needs of the school and its community, that warrant installation of a career education program. Include in the letter a rationale for such a program based on the expressed needs, state and national statistics, local attitudes, and interests. Emphasize in the letter the implications of career education for the elementary and secondary school programs.

4.2 List the various rationales for career education given in various sources and compare the rationales.

4.3 Write/present a rationale for career education; document the rationale with appropriate materials and resources.

5. IDENTIFY MAJOR GOALS OF CAREER EDUCATION.

5.1 Discuss in small groups the differences and/or similarities among the goals of career education and education found in a set of literature sources.

5.2 Compare various career education goal/objective matrices (e.g., Comprehensive Career Education Model, Texas Learner Outcomes, Michigan Student Outcomes, Arizona Matrix, etc.; note similarities and differences).

6. IDENTIFY AND DEVELOP UNDERSTANDINGS OF CAREER CLUSTER CONCEPTS, AND THE COOPERATION NEEDED TO IMPLEMENT CAREER CLUSTERS AS AN INTEGRAL PART OF EDUCATIONAL EXPERIENCES WITHIN THE COMMUNITY.

   6.1 List several career cluster concepts/terms (on transparency or chalkboard) which are found in career cluster models. Each trainee will write a definition for each term/concept; in small groups, trainees will compare definitions and summarize the discussion.

7. EXTEND KNOWLEDGE AND UNDERSTANDING OF CAREER CLUSTERS.

   7.1 Develop a chart or illustration of the 15 USOE career clusters with their corresponding families of occupations and/or other career information.

   7.2 Develop a chart or illustration of the Oregon career clusters with their corresponding families of occupation and/or other career information.

8. DEVELOP CAREER CLUSTER GOALS FOR INFUSION INTO A LOCAL SCHOOL SYSTEM PROGRAM.

   8.1 Identify the program goals in a local school system and develop career cluster goals which may be infused within the curriculum to meet the needs of students.

   8.2 Develop career cluster objectives which will meet the career preparation program needs of children in a local school system. Review and critique objectives/goals as a class.

9. DEVELOP LEADERSHIP SKILLS IN SUPERVISION/COORDINATION OF CAREER CLUSTER CURRICULUM DEVELOPMENT AND IMPLEMENTATION WHICH BUILDS IN ARTICULATION, QUALITY, AND IMPROVEMENT OF INSTRUCTION.

9.1 Plan and participate in a panel discussion in which (1) the implications of career cluster education for curriculum improvement are identified and (2) the ways to organize staff to develop and implement career cluster learning experiences (11-12) for youth are discussed.

9.2 List the tasks involved in planning and implementing career cluster concepts; identify leadership skills and roles required to plan, supervise, and coordinate integration of career cluster concepts into the curriculum.

9.3 Design a plan for developing and implementing curriculum which provides for quality career cluster experiences, including preparation of staff, planning for community resource use, and an evaluation program to assist in achieving quality.

10. PLAN/DESIGN/ESTABLISH STAFF DEVELOPMENT IN-SERVICE PROGRAMS FOR CAREER EDUCATION.

10.1 Develop a questionnaire to determine the needs of a local school staff for implementing instruction in career clusters.

10.2 Design a comprehensive in-service program for staff development in career cluster education which includes use of community personnel in the classroom and field settings, conferences, workshops, curriculum development seminars, involvement with placement services, follow-up studies, and the like.

RESOURCES

11. COLLECT/ASSESS/EVALUATE PRINT AND NON-PRINT CAREER EDUCATION MATERIALS/ RESOURCES FOR STUDENTS AND CAREER EDUCATION PERSONNEL.

    11.1 Develop criteria (include a criterion which excludes race/sex/ethnic/ religious or other biases) for collecting assessing/evaluating print and non-print career education materials/resources for students and career education personnel. Apply developed criteria to assess/ evaluate and select materials/resources to be used in career cluster classes.

12. IDENTIFY/DIFFERENTIATE CAREER EDUCATION RESOURCES (REFERENCES IN PRINT AND COMMUNITY PERSONS) APPROPRIATE/NECESSARY FOR ACCESSING CAREER INFORMATION (OCCUPATIONAL, EDUCATIONAL, AND PERSONAL-SOCIAL).

    12.1 Develop and organize by career clusters a career-oriented resource package which includes an annotated bibliography of references in print.

    12.2 Use a computerized career information system such as, SIGI, CVIS, OIS, CIS, etc.

13. IDENTIFY/UTILIZE MATERIALS, FACILITIES, AND EQUIPMENT (IN AND OUTSIDE OF SCHOOL) NECESSARY FOR CAREER EDUCATION.

    13.1 Prepare a list of selection criteria for identification of resource materials needed in school libraries (11-12) for implementation of career clusters. Identify/list resources materials currently available and appropriate for career education, based upon the selection criteria listed, listings in ERIC for career education, the recommendations of the American Library Association, the American Personnel and Guidance Association, local school librarians, and the like.

CONSUMER EDUCATION

Career Education Focusing on the Consumer

Description

This course will survey career education with special emphasis on life roles, focusing on the consumer. Experiences will include activities in career awareness, exploration, preparation and specialization. A special unit includes the use of community resources. Participants will share semester projects with the class.

Baseline Goal

Develop an understanding of the basic purposes, concepts and usefulness of career education as well as demonstrating the ability to apply it to all curriculum areas.

Course Outline

Overview	Course goals, self goals, conceptual framework of career education, definition of career education terminology, trust building, establishing learning partners.
Course Requirements	
Individual Life Long Learner	Self awareness, values clarification, decisional skills, problem solving, goal analysis, sexism in careers, introduction of DOT/OOH as relating to personnel inventories, visitations to schools, stress reduction activities, balanced learning of right and left hemispheres.
Consumer	Collaboration with Russ Saunders, Advertising, time value of money, assuming personal responsibility, money management.
Citizen	
Family	
Producer	Cluster concept, career exploration, preparation and specialization, career development theory, how to get and keep a job.
Leisure	
Community Resources	Interviewing skills, resource bank building.
Change	Accepting life as a process

Shared integration projects and readings by students.

Selected Resources

Bread and Butterflies Series
- Treasure Hunt (Self Independence and the Economic System)
- Work Means (Why People Work)
- Me, Myself and Maybe (Self Clarification)
- Decisions, Decisions (Decision-Making)
- Schools and Jobs (Relationship -- School, Work & Society)
- Taking Care of Business (The Responsible Self)
- I Agree ... You're Wrong (Interpersonal Skills)
- Success Story (What is Success?)
- The Way We Live (Life Styles)
- Planning Ahead: The Racer (Shaping One's Destiny)
- Things, Ideas, People (People at Work)
- People Need People (Interdependency of Workers)
- Our Own Two Hands (Human Dignity)
- Power Play (Power and Influence)
- Choosing Changes (Freedom to Hope, to Choose and to Change)

Career Information System
- University of Oregon Campus, 247 Hendricks Hall, Eugene, Oregon

Future Shock
- by: Norman Toffler

ENGLISH/FOREIGN LANGUAGE

Teaching English Speaking to Other Languages Methodology

Course Requirements

Readings -- All reading assignments are to be read by the date on the syllabus

Lesson Plans -- You will be expected to teach an English as a Second Language (ESL) class. The tentative lesson plan is due one week prior to the class.

Classroom Experience -- Your teaching lesson will be recorded on tape, so that you may listen to it and evaluate your own teaching.

Term Paper -- You are expected to do a term paper in one specialized area of Teaching English as a Second Language (TESOL). Papers should take the form of library research or a project.

Special Assignment -- The student will be required to interview or visit at least four of the following:

- Foreign consulate/consul
- Naturalized citizen
- Bilingual publishing company
- Foreign student (ESL)
- US resident, employed in US but not a citizen
- Japan Air Lines
- IED library (ESL)
- ESL teacher
- International Student Advisor
- ESL intensive program
- Pan Am stewardess
- Indo-Chinese Cultural Center
- Urban Indian Council
- Bilingual business-person

Course Schedule

Week #1	Introduction Trends in TESOL
Week #2	Trends in TESOL
Week #3	Speaking and Understanding Lesson Plan
Week #4	Teaching Grammer Classroom Experience

Week #5	Tape Classroom Experience Due Personal Evaluation Due Vocabulary
Week #6	Reading/Writing Evaluation Cards Due
Week #7	Teaching Aids Lesson Planning
Week #8	Testing
Week #9	Term Paper Due Career Education

HEALTH/PHYSICAL EDUCATION

Health and Physical Education
Community Healt.

Course Description

An introduction to the concept of community health and to the health care delivery system. Open to health majors and non-health majors alike.

Course Outline

I. Introduction
II. Health Planning
III. Health Care Delivery
IV. Voluntary Agencies and Health Care
V. Private Agencies and Health Care
VI. Public Agenices

Community Health as Career Education

Career Education cannot be localized at any one point in the course. Rather, career education is an integral part of the total course. Relative to career education, the course seeks to do three things:

-- develop AWARENESS of the scope of the health care system and of the wide variety of career opportunities contained in it,
-- allow for EXPLORATION of specific health agencies and specific career interests consistent with the goals and abilities of each student, and
-- PREPARE students for the next step in their career development.

Community Health and Career Awareness

Career awareness activities are included in Community Health in the following ways:

1. The introduction to the course includes information of the size and scope of the health care delivery system. This includes information on the percentage of the GNP that is spent on health care and on the percentage of the population in health related careers.

2. The Problem Solving Model developed early in the course will allow students to see how persons engaged in health care planning attack problems and, hopefully, will be useful to the student as he or she seeks to make decisions relative to his or her own future.

3. The outside speaker who discusses the National Health Planning Resource Development Act will, especially as he discusses the implications of the law, will include discussion of the impact of this federal plan on career opportunities.

4. Each of the additional outside speakers will provide an opportunity for students to become aware of health careers as they describe the process of their own career development.

Awareness forms the major portion of the career education component of this course, since the course is, for most students, their first introduction to the health care delivery system.

Community Health and Career Exploration

Community Health encourages career exploration primarily through the course project which is required of each student. Students are given the widest possible latitude in developing and implementing their own project. In each case, however, they choose an agency, public, private or voluntary , with which they would like to become more involved. Then, through a combination of library research, direct field observations, and direct participation, the student explores the role people of this agency play in health care in general or in dealing with a specific problem. Every effort is made to encourage students to select projects that will allow them to see and experience how their major field of study relates to the health care system. An additional career exploration project designed to help a group of students study career opportunities in the field of health planning is described below.

Career Exploration Project

The purpose of this project is to prepare a document describing career opportunities in the field of health planning. The completed document would be available for use by the entire community. The document would be divided into chapters as follows:

The field of health planning
People in the field
Future of the field
Breaking into the field
Training

The document itself would be written by teams of Community Health students. Each team would be assigned one of the chapters listed above and, in consultation with the instructor and the Office of Career Planning and Development, would research and write their chapter. The completed document would be edited by and published by the Office of Career Planning and Placement.

Community Health and Career Preparation

For Health Education majors, Community Health serves as career preparation in that it provides an introduction to an area that these students will be responsible for teaching. For others the acquisition of specific job skills in beyond the scope of the course. However, several efforts are made to assist students in their career preparation. Most of these efforts involve the instructor working closely with individual students who have expressed an interest in a particular health related field.

MUSIC

Music and Career Education

General Objectives

To present qualifications for and the rewards of a variety of music careers.

To show examples of the motivation and commitment necessary to obtain success in a music or music related career.

To illustrate that a varied background of experience contributes to individual success.

To show that an individual in a music career may and frequently does earn a living through a variety of occupations.

These objectives will be accomplished by means of the following:

videotapes of people in music careers

suggested student activities

occupations list

bibliography

list of outside resources

MUSIC AND CAREER EDUCATION

OCCUPATIONS LIST

I. Creative and Performing Careers

A. Singer
1. Concert artist
2. Recording artist
3. Opera, stage, movie artist
4. Opera, stage, movie chorus
5. Concert choral group
6. Pop group singer
7. Night club singer
8. Record, radio, TV, studio soloist or chorus
9. Community choral group
10. Soloist (church, lodge, funeral, wedding, etc.)

B. Instrumentalist
1. Concert artist
2. Pop group member (jazz and rock)
3. Orchestra member - opera, stage, movie
4. Chamber music ensemble
5. Record, radio, TV, studio musician
6. Night club musician
7. Concert band
8. Symphony orchestra
9. Military band/orchestra

C. Composer
1. Pop song writer
2. Stage, movie, TV, radio composer
3. Commercial (jingle) writer
4. Sacred music composer
5. Composer of music for school groups
6. Free-lance composer
7. Composer for electronic instruments
8. Classical music composer (vocal and instrumental)
9. Librettist

D. Arranger
1. Pop song arranger
2. Stage, movie, TV, radio arranger
3. Arranger for school and community groups
4. Big band, rock, jazz group arranger
5. Vocal soloist/choral group arranger
6. Arranger for classical music
7. Arranger for electronic instruments

E. Conductor/Director
1. Symphony
2. Opera
3. Choral group
4. Concert band
5. Rock/jazz group
6. Record, stage, radio, TV, movie orchestra
7. Church choir
8. Community chorus, band, orchestra
9. Teacher (college, high school, elementary school)

F. Producer
   1. Stage, movie, record, TV
   2. Live concert
   3. Producer for artist or group

II. Commentary and Media Careers

A. Radio/TV music director
B. Recording studio
   1. Manager
   2. Engineer
   3. Sound mixer
   4. Sound systems engineer
C. Radio/TV
   1. Disc jockey
   2. Commercial writer
   3. Script writer
D. Editor
E. Commentator
F. Reviewer
G. Reporter
H. Critic
I. Advertising/publicity editor
J. Music magazine publisher (and staff)
K. Trade magazine publisher (and staff)

III. Business Careers

A. Administrator
   1. Owner
   2. Manager
   3. Attorney
   4. Accountant
   5. Publicity person
   6. Secretary
B. Manufacturer and distributor of instruments, records, tapes, and electronic reproduction systems
   1. Scientist
   2. Engineer
   3. Technician
   4. Salesperson
   5. Clinician
   6. Merchandiser
   7. Music store owner/manager (and staff)
   8. Juke box jobber
   9. "Muzak" programmer
C. Publisher and distributor of printed music
   1. Editor
   2. Designer
   3. Typesetter
   4. Proofreader
   5. Salesperson
   6. Clinician
   7. Merchandiser
   8. Music store owner/manager (and staff)

D. Instrument maintenance and repair person
E. Piano tuner
F. Sound equipment maintenance and repair person

IV. Educational Careers

A. University/conservatory administrator
   1. Dean of school of music
   2. Assistant to the dean
   3. Secretary
B. Professor/instructor of:
   1. Musicology and the history of music
   2. Music education and methods
   3. Vocal solo and ensemble
   4. Instrumental solo and ensemble
   5. Theory and composition
   6. Orchestration and arranging
C. Staff arranger
D. Composer in residence
E. Community college instructor
F. Senior high school teacher
   1. Instrumental teacher
   2. Vocal teacher
G. Junior and intermediate high school teacher
   1. Instrumental teacher
   2. Vocal teacher
H. Elementary school teacher
   1. General classroom music teacher
   2. Instrumental teacher
   3. Vocal teacher
I. Music education administrator
   1. Public school district supervisor
   2. State supervisor of music
J. Music librarian
K. Private teacher
L. Instrumental/vocal clinician
M. Officer, executive secretary (and staff) of professional organization or union
N. Music reference author

V. Technical and other related careers
A. Physicist
B. Choreographer/dancer
C. Music therapist (hospital, corrective)
D. Stagehand
E. Stage sound technician
F. Lighting specialist
G. Prompter
H. Cartoon animator
I. Record presser and cutter
J. Architectural careers
   1. Music hall architect
   2. Acoustical engineer
   3. Set designer

READING

Teaching Strategies and Materials
Reading I

Course Description

This is the first of two component sequence in reading for elementary teachers. Emphasis is on the reading process, the total reading program, approaches to the teaching of reading, including basal reader, phonic, language experience and linguistic approaches. Consideration is given to word recognition, comprehension, readiness and beginning reading, selection and evaluation of materials, classroom organization, and management of reading programs, and professional organizations of teachers of reading. Field experience is required.

General Objectives

This is an introductory course in the teaching of reading in the elementary school designed to present theory and practice in the teaching of reading so that the university student will have basic competencies needed to teach in an elementary classroom.

Specific Objectives

Student will be able to state long-range objectives of school reading programs.

Students will be able to describe the strands and components of a total reading program.

Students will be able to formulate a definition of reading and discuss various characteristics of the reading process.

Students will know the major sound-symbol relationship of the English writing system and their implications for the reading program.

Students will be able to plan, carry out and evaluate the effectiveness of developmental reading activities of each child at an age group of their choice.

Students will be able to plan a comprehensive program of pre-reading activities and describe procedures for recording children's growth and development.

Students will be able to plan, carry out and evaluate activities designed to develop children's reading skills in the areas of phonics, structural analysis, vocabulary, comprehension, and study skills.

Students will have a general knowledge of career awareness and how it can be integrated into the reading program at appropriate times.

Students will be able to describe the characteristics and discuss strengths and weaknesses of commercial basal reading materials.

Students will be able to write a lesson plan including a career awareness focus, using a basal reader.

Students will know the rationale underlying the language experience approach to the teaching of reading and will be able to plan, carry out and evaluate language experience activities appropriate to children's stages of development.

Students will be able to write a lesson including career awareness focus for a language experience unit.

Students will be aware of career education materials available to use as a vehicle for teaching reading.

Students will be able to describe plans for organizing a classroom to accommodate a range of different reading activities.

Students will be able to state and discuss principles of classroom management.

Students will know of NCTE and IRA and make use of their publications.

Teaching Strategies and Materials
Reading II

Course Description

The second of a two component sequence in reading. Instruction in methods, materials and organizational learning structures appropriate for us in the field of reading. Emphasis on evaluating children's progress in reading, assessing individual patterns of development, detecting reading difficulties and special needs, instructional technology applied to the teaching of reading and reporting to partents. Field experience is required.

General Objectives

This course is designed to prepare university students to be able to evaluate individual reading progress, determine individual interests and needs, and plan and implement appropriate ways to meet the interests and needs of K-8 students in an elementary school.

Specific Objectives

Students will be able to use various materials to help diagnose strengths and weaknesses in a student's reading process.

Students will be know various ways to individualize reading programs to meet individual interests and needs.

Students will be able to describe and use an efficient system for recording children's reading progress and how to use the recorded information for planning reading instruction.

Students will know sources of materials to enhance the reading program by providing for individual differences with low achieving and gifted readers.

Students will know the intended uses, characteristics, strengths and weaknesses of tachistoscopic devices, reading pacers, and other teaching machines designed for reading instruction.

Students will be aware of the relationship between reading and the other language arts and the use of oral and written activities as a means of helping children gain reading skills.

Students will be aware of how reading relates to the content areas.

Students will know of the need for appropriate rates of reading according to purpose and material.

Students will be able to use career education materials to plan a reading lesson.

Students will be able to use regular reading material and identify how career awareness can be integrated into a reading lesson.

Students will know how community resource people and field trips can be used in expanding the range of activities in which reading skills are needed.

Career Education Emphasis

In order to help students relate to career education, teaching/learning activities were used not only to present content but also to demonstrate the process of infusion.

Advanced Secondary Methods
Reading

Course Description

This course is a lecture/discussion/research course for teachers in content areas (secondary school). It presents an opportunity for them to examine in depth the relationship between theory and practice of the teaching of reading in order to extend their abilities in teaching reading as a means rather than an end.

Course Objectives

Students will be able to:

- State a personal philosophy for development reading in secondary school.
- Identify reading in their content areas by analyzing and preparing materials.
- Apply strategies for teaching reading in a content area and in small group setting.
- Identify the strength and weaknesses of a given student's approach to reading and provide appropriate instruction.
- Assess their own understanding of reading processes and formulate personal goals to increase their knowledge and skills in the teaching of reading.
- Identify how reading and language arts are essential to the successful functioning in each of the life roles (producer, consumer, family, citizen and leisure).
- Verbalize how career education objectives contributes to the language arts and reading program by providing the motivation to learn.
- Develop a term project including career education focus for content area reading.
- Know how study trips and resource persons can be utilized in expanding awareness and exploration of activities in which reading skills are needed.

Course Overview

Discussion of psychology of reading theories and linguistics,
Techniques of diagnosis and methods of providing for individual differences,
Evaluation of reading materials, disgnostic instruments, etc.,
Examinations of current and innovative materials and programs,
Critical reading,
Library and/or field research; special topics of interest,
Preparation of reading materials in content areas,
Career Awareness.

SCIENCE AND MATH

Elementary Curriculum
Science and Mathematics

Course Objectives

Science -- The student will be able to:

Determine the child's mode of learning

Demonstrate how to assess child's level of thinking

Construct a pretest to diagnose a child's background to plan learning experiences for that child.

Plan long-range and short-range goals using one or all of the major science programs.

Develop checklists in order to record children's behavior based on objectives.

Demonstrate how to test process along with content

Demonstrate flexibility using plans

Demonstrate the inquiry method of teaching science

Demonstrate the discovery technique of teaching science

Demonstrate how to use proper questions to aid children's learning

Plan and provide for the gifted, the average and the slow child

Plan and produce a learning center

Indicate the career opportunities in the science field

Indicate how science knowledge is necessary in many careers

Mathematics -- The student will be able to:

Determine the child's level of performance

Determine the child's mode of learning

Indicate why a child may have difficulty in learning mathematics

List diagnostic tools

Demonstrate how to construct and administer a diagnostic test

Demonstrate how to collect and categorize information from the diagnostic test

List the needs of individual according to data taken from the diagnostic test

Show how to plan long-range and short range goals according to evidence collected

Demonstrate how to be flexible in using plans

Plan lessons that will help children reach their ability level

Plan and provide for learning center incorporating many types of learning materials

Demonstrate how to improve child's mathematical reading ability

Indicate the career opportunities in the field of mathematics

Indicate necessary math skills for personal finance

Foundations of Earth Science

Course Overview

This course examines the basis of astronomy, meteorology, and geology (some oceanography). It is designed to meet the elementary education laboratory science requirement for the teaching norm.

Objectives

To observe, measure, describe and explain physical data and phenomena relating to astronomy, meteorology and geology.

To obtain typical scientific data about earth materials and processes and to be able to incorporate these data into patterns of interpretation.

To review the historical development of concepts of the earth sciences as a perspective to new discoveries in these fields.

To identify sources of materials that are useful for instruction of physical sciences in the public school system.

To develop an awareness of the limits of earth resources and to seek ways to adjust one's actions accordingly.

To identify career potentials and avocational activities within the earth science fields.

Course Activities

Text materials will be discussed.
Laboratory consists of a variety of experimental and observational approaches.
Read articles from current literature.
Synthesis essays
An elaboration of how the topic of the unit relates to a career cluster. Show as specifically as possible how the career option would build from the information and content of this unit.

Oregon Career Cluster designations

- Agriculture-agribusiness
- Forest Products
- Marketing
- Health
- Food Service
- Construction
- Electricity
- Accounting
- Clerical
- Stenographic
- Industrial Mechanics
- Metals
- Service
- Graphics
- Transportation
- Performing Arts
- Language
- Science
- Environment

SOCIAL SCIENCE

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History 444: Practicum

Course Description

An off-campus practicum experience designed to allow students to explore and receive specialized training for history-related career opportunities.

Course Goal and Rationale

The goal of the course is to bridge the gap between the academic world and the professional world. Traditionally the very brightest of history students, those committed to doing history beyond their undergraduate work, have entered the world of academia. However, the past several years have witnessed a steady decline in the number of academic positions available. During this same period, Congress enacted the Historical Preservation Act which indicated a growing concern by the federal government to preserve, make available, and honor the material of our heritage. That this concern is shared by a growing number of Americans is indicated by the growth in the number of local historical museums, of Historical Preservation Districts, and even by the popularity of historical fiction in the mass media. So, at the same time the number of academic positions for historians is declining, employment opportunities for historians with skills in other areas are increasing. The goal of the course, then, is to expose the students to the broader, non-academic aspects of the historical profession and, at the same time, generate within the business community itself a much wider use of the professional skills of the historian than has heretofore been the case.

Student Activities and Outcomes

With the help of the instructor, the student and the cooperating agency will develop a contract listing tasks to be performed and the product or products to be produced.

The student will spend about 300 hours over approximately six months in the internship. Two assumptions are an integral part of this activity:

a. the student will receive inservice training of a high professional quality, and

b. since the internship will last for six months, the agency will receive valuable service without expense. The job of the instructor is to see that the professional character of the training and the service remain high.

The agency will file, in the Office of Career Planning and Development, an updated and complete resume of the practicum experience and an evaluation of the intern's performance.

The student will join and, as is possible, participate in the activities of the relevant professional organization so that he or she may more accurately get the "feel" of the profession and encounter other professionals, including possible prospective employers.

The student will, throughout the practicum experience, participate in an on-going evaluation process involving both the instructor and the on-site supervisor. At the conclusion of the experience the supervisor will write an evaluation of the student's performance that will become a part of the student's resume.

Kinds of Practicum Experiences Available

Each practicum is a unique learning experience negotiated with the specific needs of a particular student and a particular agency in mind. Practicum experiences do fall, however, into three generalized categories.

1. Museums and Archives -- In these situations the student will work at the traditional tasks of gathering, researching, cataloguing, displaying, and using the museum's collection. Practicum sites include the various national, state and locally run museums as well as the growing number of museums run by private industries and agencies.

2. Historic Preservation -- In these situations, students will research a place, building or area for listing on the National Register of Historic Places or for clearance under the Historic Preservation Act. Several such sites are currently in the works in the Portland area.

3. Policy Making -- In these situations the student would do necessary research to help an agency's directors by making past experience available to present policy decisions.

Political Science 104
Urban and State Politics

Introduction

America as an Urban Nation with a Federal System
The Study of State Governments in a Comparative Context
The Study of Community Power Structures
The Constitutional Framework of Federalism
Career Opportunities: The Growing Edge of the Public Sector:
State and Local Government

State Governments and Politics

State Constitutions: Origins, Developments and Characteristics
Governmental Structure and the Policy Processes
Legislatures: Roles, Functions, Structures, Procedures
Executives: Governors, Other Elected Officials, Boards and Commissions
Courts: Functions and Structures
State Politics: Parties and Pressure Groups
Major State Politics
General Policies: Business, Labor, Agriculture, Family Relations
Big Budget Items: Education and Highways
Historic Concerns: Health and Welfare
Newer Concerns: Environment Quality
Financing State Government: Taxation Policies
Career Opportunities
in the state government
in the private and "third" sector which require knowledge of state government

Local Governments

Introduction: The City in History, The City in America, Life Styles and Trends
Constitutional and Legal Bases of Countries, Cities, and Districts
Governmental Structure
Counties: Deep Roots and Newer Variations
Cities: The Basic Options
Districts
Local Politics: Machines and Bosses, "New Politics, Surburban Politics
Policies and Functions
Protecting Persons and Property: Fire and Police
Essential Services: Waters, Sewers, Roads and Streets
Public Education
"Newer" Services: Planning, Housing, Urban Development and Transportation
Career Opportunities

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Governing Metropolitan Areas

Note: There will be class field trips to Salem to observe the Oregon Legislature in Session, to Victoria, British Columbia to observe the Parliament, to local county and city offices and to Olympia to observe the Washington legislature.

Careers Can Involve

General management of state and local governmental agencies
Knowledge of state and local government as an adjunct to careers in education, social work, law enforcement, environment protection, recreation, etc.
Knowledge of state and local government required of businesses (banks, insurance companies, contractors, utilities, etc.), labor, professional associations, the arts, etc.

Secondary Social Science Methods

Overview

This course is primarily intended to acquaint students with the methods and materials of social studies education. Emphasis will be on those teaching strategies and materials which are associated with the "new social studies." Additionally, we will of necessity be concerned with topics such as the legal context for social studies education: curriculum, philosophy and organization; getting a job; patterns of secondary school organization, teacher accountability; obligations to students, self and community (or such topics as academic freedom: indoctrination and transmitting the cultural heritage): source of professional support, and the role of career education in the social studies.

An attempt will be made throughout the course to keep formal teacher presentations to a minimum and to emphasize class involvement activities.

The course is not to be considered adequate preparation for teaching. The job of posing sound educational objectives and then selecting the appropriate content and teaching strategies to achieve the objectives will be a challenge to you throughout your teaching career. This course will serve only as an introduction to some of the possibilities that you will be able to explore further, first in your practice teaching experience and later in your own classroom.

Requirements

Specific research assigned on an ad hoc basis
Each student will be responsible for developing a resource unit of at least three weeks intended duration
Each student will teach 20 minute lesson from that resource unit with part of the class role playing, part evaluating
Participation in class activities designed to demonstrate strategies in adding a career education dimension to traditional social studies content

Class Activities

In addition to the activities that are implied from the above requirements you will have an opportunity to:

1. Examine teaching resources in these areas
   International Education, United States History and Government, Career Education, Electives focusing on Discipline, Inter-disciplinary materials, Professional support literature and publications, school and community.
2. Examine the use of facilities of the Instructional Materials Center on campus.

3. Read and persue as many of the books listed on the bibliography and placed on reserve as you have time and inclination.

4. Critically observe your own teaching via video tape.

Social Science 408g
Service Occupations

This course is intended for those desiring training in the service occupation cluster. It is designed to prepare teachers to deal with the commonalities in the four areas of the Service Occupations: Social, Protective, Educational and Personal.

Awareness of, exploration of, preparation for, and specialization in the Service Occupations requires an understanding of the ways people interact. Therefore, those that are to introduce students to the working world should be aware of techniques that will engage students in the interactive process. In the 408g course, the strategies to be employed in the two week workshop willinclude, but are not limited to the development of the following:

1. Awareness and perception skills
2. Group process skills
3. Listening skills
4. Interviewing techniques
5. Value analysis and value clarification
6. Non-verbal communication
7. Problem solving skills
8. Communication skills
9. Role playing and role reversal
10. Simulations of the world of work
11. Decision making skills
12. Training skills
13. Supervisory skills

Sociology
Seminar Course #414

Course Information

The purposes of, and goals for, the course:

- to increase student knowledge of basic sociological terms and theories
- to improve student ability to write lucid, terse, meaningful prose
- to improve student ability to critique personal, as well as others', ideas -- verbally and in prose
- to aid the student in selecting and in obtaining a future niche in vocational or academic-study fields.

Course Content

Each student selects, the first week, the specific kind of work or graduate school field he or she will enter upon graduation. A personal resume is then assembled relating to the selected field (emphasis on writing and structuring the resume).

All students read, and discuss, throughout the term, the material in the text and other readings. Each student endeavors to relate the text's theories to his or her field of interest.

Each student reads self-selected or assigned readings in journals, newspapers, describing the programmatic aspects of his or her field of endeavor. For example, a student who selects graduate work in gerontology will be assigned a series of articles on that subject in the Christian Science Monitor.

Field trips are arranged to fit student-selected areas of vocational or academic interest.

Career Education Feature

From the ranks of such organizations as Retired Senior Volunteer Programs and the American Association of Retired Persons, will be drawn a retired social welfare worker, a retired Day Care Center administrator, a retired employment counselor, a retired Social Security Administrator, a retired public opinion pollster, etc.

Each retiree will then take those students who have a special interest in that vocation to an on-the-job tour of the retiree's place of former employment.

The retiree will assemble such reading material as job manuals, field report papers, office memoranda, clientele records, applicant forms, and budgetary papers to instruct students in the realities of bureaucracy and in the need for writing and reading skills.

TEACHER EDUCATION
AND
FOUNDATIONS

Foundations of Education

Course Description

An introductory course in education involving the study of current trends and historical effects on schools of today. The student will explore such topics as career education, open and free schools, year round schools, problems of first year teachers, school organization and finance, minorities.

Objectives

The student will:

Demonstrate through writing and class presentations evidence of reading one of the required texts.

Broaden his/her scope of current trends in education by the completion of three of the following projects:

arrange for a guest speaker in class. Provide the necessary background information on the chosen topic.

make five school visits to varying kinds of schools. Write up detailed observation reports.

complete formal application to the Teacher Education Division. This includes: application form and handwritten letter, four letters of recommendation, screening interview. Those selecting this task will also present in class information on effective interviewing techniques.

interview three people involved in the educational process. Plan questions and write up results. Select varied individuals, i.e., child, master teacher, administrator, beginning teacher.

Teach someone something. Plan and evaluate by answering the following questions: what skills are involved in the task? how interested is the learner? how can I excite the student? exactly what steps will be necessary in teaching? what happened? what was done well? what did I learn from this experience?

compare three programs of career education presently used in local schools. Provide a class presentation of findings.

Compile in book form the following:

one's own philosophy of education including influences of other known educators.

information on major educational issues (articles, clippings).

a chapter or section devoted to one topic that is of particular interest to you.

write up a personal contract stating requirements planned for the quarter and grade working toward. This contract is subject to change upon agreement between student and instructor.

Class Procedure

Much of the class time will be spent in hearing guest speakers, student presentations and special discussion. The instructor will also:

lecture occasionally
plan and present group activities
order films
help in setting up school visits
provide some suggestions for guest speakers
discuss with student any class presentation
evaluate quality of work and assign points accordingly

Introduction to Teaching in Secondary Schools

Each student is required to submit a curriculum unit plan. The unit plan should cover at least six weeks of school work. It should include the following:

Title of the unit
Grade level
Summary or outline of the subject matter
Objectives
Assignments
Additional materials to be used, e.g., films
Special activities, e.g., field trips
Sample lesson plans
Evaluation Procedures

Content

Week #1	Bertrand Russell, "The Aims of Education" John Dewey, "Aims of Education"
Week #2	John Walton, "Role of the School: A Unity of Cultural Stability and Change" John Walton, "The Nature and Sources of Educational Policy: The Politics of Culture"
Week #3	"What has Education Accomplished" "Sixth Annual Gallup Poll of Public Attitudes Toward Education"
Week #4	Charles Silberman, Crisis in the Classroom John Goodlad, "The Schools vs. Education"
Week #5	Ivan Illich, "Abolishing Schools" Kenneth B. Clark, "Alternative Public School Systems" Jack McCurdy, "The Chit Plan: Way to Go in Education"
Week #6	John Dewey, Experience and Education
Week #7	Jerome Bruner, The Process of Education
Week #8	Ralph W. Tyler, Basic Principles of Curriculum and Instruction.
Week #9	From Benjamin S. Bloom, et al., Taxonomy of Educational Objectives Benjamin Bloom, "Learning for Mastery" Frank Grittner, "Behavioral Objectives, Skinnerian Rats and Trojan Horses"
Week #10	J.M. Stephens, The Process of Schooling

Week #11

D. Purpel and K. Ryan, Moral Education: Where Sages Fear to Tread.
L. Kohlberg, "The Cognitive-Developmental Approach to Moral Education"
R.S. Peters, "A Reply to Kohlberg"
S.B. Simon & P. deSherbin, "Values Clarification: It Can Start Gently and Grow"
J.R. Stewart, "Clarifying Values Clarification: A Critique"
M. Scriven, "Cognitive Moral Education"
B. Crittenden, "A Comment on Cognitive Moral Education"

Week #12

Robert Rosenthal, "The Pygmalion Effect Lives"
Sidney B. Simon, "The Grading Travesty"
Peter Muirhead, "Carer Education: The First Steps Show Progress"
Robert J. Nash & Russell M. Agne, "Career Education: Earning a Living or Living a Life?"

Process of Teaching

Course Description

An integration of experiences designed to assist in development of teaching competency for the secondary school.

Course Objectives

1. To provide an integration of subject area learnings and teaching process to enable effective classroom performance.

2. To develop skill in planning, instructing, and evaluating.

Course Content

Central to the Process of Teaching experience is a term project in which the teacher in preparation organizes a course to be taught in a selected subject area and grade level of the secondary school. The project includes introduction and rationale for the course, program goals, course goals, unit objectives, performance indicators, tests and evaluation procedures, provisions for student differences and selected plans for teaching selected content items and experiences.

The following content areas and experiences are provided to assist in the integration of the teachers preparation:

A. Human Development and Learning
B. Development and Demonstration of Teaching Skills
C. Teaching of Reading and Composition
D. Selecting and Organizing Subject Area Content and Material
E. Selected Field and Practicum Experience
F. Career Education
    1. Familiarization with the "Oregon Model"
    2. Examination of Materials
    3. Selection of Activities Appropriate to Subject Areas
    4. Development of Eight Teacher Competencies in Career Education
G. Jr. High/Middle School
H. Selected Topics and Issues
I. Classroom Management
J. Affective Classroom Concerns, teaching decision making, etc.

Specific Objectives

1. Students will be able to state traditional and recent definitions of reading.
2. Students will be aware that reading and writing are related to all life roles - producer, citizen, family and leisure time.
3. Students will be able to relate to at least one subject area of the secondary curriculum.
4. Students will be able to describe the role of the subject area teacher in secondary reading and writing programs.
5. Students will know the main categories of reading skills (phonics elements, structual analysis, vocabulary, comprehension and study skills) and when it is appropriate to emphasize the use of various ones.
6. Students will be aware of various testing materials.
7. Students will be able to evaluate pupil's reading and writing performance as related to the subject area.
8. Students will know about adjusting instruction to provide for individual differences.
9. Students will know the need to vary the rate of reading according to purpose and material.
10. Students will be able to stimulate interest in reading and writing by using materials about various occupations related to a selected subject area.
11. Students will know the need to use varied reading and writing skills according to purposes and communication situations.
12. Students will know resources available through the school, district and community, to assist the classroom teacher.
13. Students will be able to plan and teach a lesson that includes:
    objectives for a subject area
    provision for individual differences in reading and/or writing
    a relationship to career education

Course Overview

Topics will include:

The communication process
Teacher attitudes toward reading and writing
Basic reading and writing skills
Skills unique to content area reading
Reading readiness as it relates to the content area
Role of the content teacher in the school
Listing, evaluation, diagnosis, and planning
Various strategies and materials for teaching reading and composition

Supervised Student Teaching

The primary purpose of the seminar for student teachers is to provide times of communication with other student teachers and to allow for direction and support for student teachers within the college process. The seminar is an opportunity for the student teachers to compare ideas, concepts, reactions, and insights with others, to give and receive feedback, and to develop their files for certification and placement. The seminar will provide the vehicle for the timely introduction of essential concepts, ideals, and materials directly relating to the student teaching experience.

Objectives

1. The student will be provided an open situation for the discussion of ideas, concepts, insights, and feedback about the student teaching experience.
2. The student will be able to state in speaking and writing his/her personal philosophy of teaching.
3. The student will keep a daily journal of important events during his/her supervised teaching experience.
4. The student will receive reinforcement and support in obtaining his/her objectives and goals of the student teaching experience.
5. The student will research and summarize the career education plan in the school where he/she is teaching.
6. The student will develop a bibliography of materials for his/her subject matter area, including career education materials.

Content of the Course

The course will consist of approximately ten sessions with each session focusing on particular topics pertinent to students' needs. The major issues in education will be presented for discussion, especially as they pertain to specific student teaching experiences. The topics below will provide basis for discussion:

1. Teacher-student relationships.
2. Processes of discipline.
3. The educational structure and the power pyramid.
4. Teachers and teachers--a look at factors in interpersonal relationships.
5. Professional growth and personal development.
6. Support and services--the counseling office, career education information sources.
7. Professionalism and teacher organizations--certification.
8. New trends in education--competency based curriculum, career education infusion in subject matter.
9. What's your approach to learning--developing a philosophy of education.

APPENDIX

APPENDIX A

List of Revised Syllabi

Adolescent Psychology
Advanced Secondary Methods, Reading

Career Activity Packages Self Utilized Learning Experiences
Career Awareness
Career Clusters
Career Education Focusing on the Consumer
Career Exploration
Child Psychology
Children's Literature
Classroom Music in the Elementary and Secondary School
Community Health
Community Health Problems
Community Health Resource
Composition for Teachers
Critical Thinking and Decision Making

Developmental Reading

Elementary Curriculum -- Science and Math
Elementary School Teaching Strategies (2)

Foundations of Earth Science
Foundations of Education (2)

Graphics Communication

History of American Education
History Practicum
History and Principles of Physical Education

Introduction to Teaching (2)
Introduction to Teaching in Secondary Schools
Instructional Materials

Methods and Materials for Secondary School Physical Education
Methods and Materials in Health
Methods of Teaching Mathematics
Methods of Teaching Modern Foreign Language
Methods of Teaching Science
Methods of Teaching Secondary Art
Methods of Teaching Social Studies
Music and Career Education

Organization and Administration of Physical Education

Performance Music Classes in Elementary and Secondary Schools
Photographic Processes
Physical Education in the Elementary School
Political Science -- Urban and State Politics
Primary Curriculum
Primary and Elementary Reading
Principles of Secondary Education
Principles of Teaching
Process of Teaching
Psychological Foundations of Education
Reading I -- Teaching Strategies and Materials
Reading II -- Teaching Strategies and Materials

The School, Teacher and Student
Secondary Social Science Methods
Secondary Teaching Strategies and Techniques
Seminar Field Experience
Service Occupations
Social Foundations of Education
Social Science
Sociocultural Foundations of Education
Sociology
Special Methods of Teaching of English (2)
Strategies for Teaching Social Studies
Supervised Student Teaching

Teaching English as a Second Language Methodology
Teaching English in Secondary Schools
Teaching Methods and Materials
Teaching of Social Studies in the Secondary Schools
Teaching Strategies -- Elementary
Teaching Strategies and Materials -- Language Arts

Writing as Thinking: The Effective Writer